



Maryland Comprehensive Assessment Program

FIRSTNAME M. LASTNAME

Date of Birth: 10/22/2007 ID: EL10040013 **Grade: 10**

Local Education Agency (LEA): SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

MARYLAND

GRADE 10 ELA/L

SUMMER 2024

English Language Arts/Literacy Assessment Report, 2023–2024

This report shows the level of proficiency attained by FIRSTNAME on the MCAP Assessment. The results from this summative assessment are a snapshot of your child's progress towards meeting the Maryland College and Career Readiness expectations. These results should be used with school and district level assessments to gauge your child's progress towards proficiency in English Language Arts/Literacy.

How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to provide remediation or enrichment to my child during this academic year?
- How can I work with my child to support your efforts in improving my child's academic performance?

MCAP Resources

Maryland's College and Career Ready Standards -

<https://www.marylandpublicschools.org/programs/Pages/ELA/standards.aspx>

MCAP English Language Arts/Literacy Practice Tests - <https://support.mdassessments.com/practice-tests/english/>

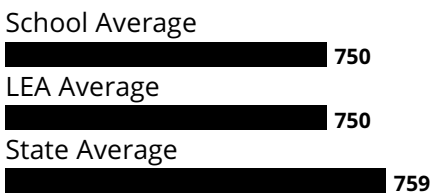
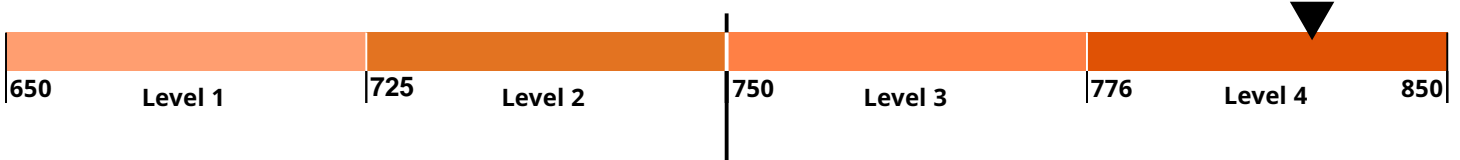
How Did FIRSTNAME Perform Overall?

Performance Level 4

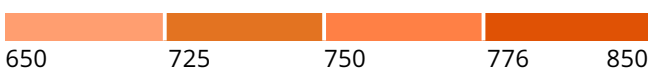
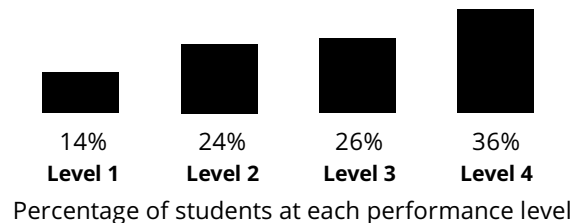
The MCAP Performance Level Descriptors (PLDs) provide high-level descriptions of a student's ability to apply the knowledge and skills defined by the Maryland Content Standards for English Language Arts (ELA). See side two of this report for specific information on your child's performance in the area of English Language Arts/Literacy.

- Level 4** Distinguished Learner
- Level 3** Proficient Learner
- Level 2** Developing Learner
- Level 1** Beginning Learner

Your child's score
822



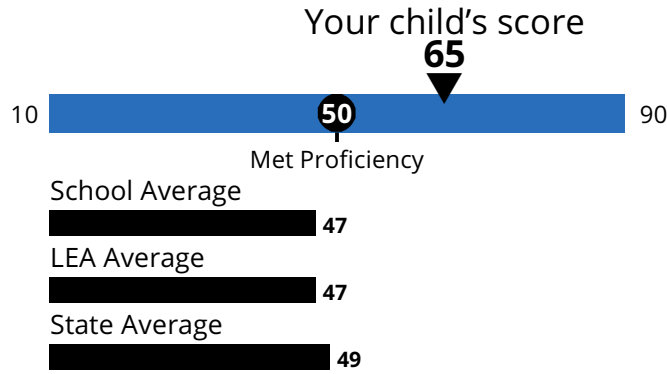
How Students in Maryland Performed



The charts above allow you to compare your child's level of performance to other students who took the same assessment across the school, district, and state.

How Did Your Child Perform in Reading and Writing?

READING



READING LITERARY

Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can read and analyze fiction, drama, and poetry.

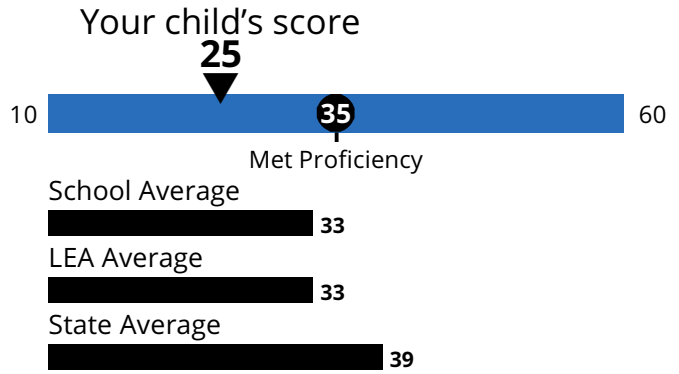
READING INFORMATIONAL

Your child performed about the same as other **Developing Learners** who demonstrated partial proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your child performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can use context to determine what words and phrases mean.

WRITING



WRITTEN EXPRESSION

Your child performed about the same as other **Developing Learners** who demonstrated partial proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can compose well-developed writing, using details from what they have read.

WRITTEN CONVENTIONS

Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing knowledge of conventions and other important elements of language.

LEGEND

Your child performed about the same as:

- **Distinguished or Proficient Learners**
- Developing Learners**
- Beginning Learners**

English Language Arts/Literacy Performance Level Descriptors (PLDs)

More information on the PLDs can be found at <https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/ELAL.aspx>

Level 4 Distinguished Learners: *Distinguished learners demonstrate advanced proficiency* in their performance on this standards-aligned assessment. Students performing at the distinguished level may need support with exploring advanced learning opportunities related to understanding and analyzing above-grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.

Level 3 Proficient Learners: *Proficient learners demonstrate proficiency* in their performance on this standards-aligned assessment. Students performing at the proficient level may need additional practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.

Level 2 Developing Learners: *Developing learners demonstrate partial proficiency* in their performance on this standards-aligned assessment. Students performing at the developing level may need additional reinforcement, practice, and support with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.

Level 1 Beginning Learners: *Beginning learners do not yet demonstrate proficiency* in their performance on this standards-aligned assessment. Students performing at the beginning level may need additional modeling, reinforcement, and more explicit practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.